DOCUMENT RESUME

ED 151 105 PS 009 824

TITLE	Pre-School Education: Report from Five Research Projects.
INSTITUTION	Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
PUB DATE	78
NOTE	45p.; May be marginally legible due to light type
AVAILABLE FROM	OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N. W., Washington, D.C. 20006 ($3.00)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Comparative Analysis; *Cross Cultural Studies; *Demonstration Programs; Educational Objectives; Foreign Countries; International Educational Exchange; *International Organizations; International Programs; *Preschool Education; Preschool Programs; Program Descriptions; Program Effectiveness
IDENTIFIERS	*Centre for Educational Research and Innovation

ABSTRACT

This booklet, presenting a discussion of five experimental preschool programs, resulted from an international forum sponsored by the Centre for Educational Research and Innovation (CERI) for the leaders of these programs. The forum developed from a concern for the long range effectiveness of preschool education or intervention. The five programs chosen for the study had evidenced a concern for three aspects of preschool education: a balanced program, parent involvement, and a smooth transition from preschool to primary education. The programs included the Queensland Pre-School Correspondence Project (Australia), the German Youth Institute Pre-School Project (Germany), Differentiated Teaching for Children Aged 4 to 8 Years (The Netherlands), Cooperation Between Preschools and Primary Schools Project (Sweden), and Project Developmental Continuity (United States). The booklet includes a general description of each program and a discussion and comparison of specific facets of each program. Included are discussions of local versus centralized control, program content, positive discrimination through the identification of target groups, parent and community involvement, personnel education, and problems in the transition from preschool to primary education. Evaluation and program information dissemination strategies are also described. A brief discussion of possible future directions of CERI is included. Appendices list publications related to each project and provide bibliographical information on each project leader. (BD)

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Centre for Educational Research and Innovation (CERI)

PRE-SCHOOL EDUCATION

REPORT FROM FIVE RESEARCH PROJECTS

PS 009824

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1978

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PREFACE

In 1973, when CERI organised the Conference on Early Childhood Education, the main issues of current interest at the time were the quantitative extension of pre-school education, the improvement of the curricula offered with a view to adapting them better to the children's development and curriculum differentiation according to the children's cultural backgrounds.

While it was recognised that the main concern of pre-school education should not be to provide systematic preparation for compulsory schooling, and also since pre-school attendance is voluntary, it was generally felt that a well-balanced intellectual, social and physical education could promote and even simplify the schooling process.

For many years great emphasis had been laid on these issues, especially following the questioning of equality of pre-educational background. Furthermore, an impressive series of high-level pedagogical experiments, of which the best known has doubtless been the American "Head Start" programme, had attempted to eliminate such inequalities and compensate for initial socio-cultural handicaps.

But the more differentiated and even specific pre-school education became, the more clearly it posed the question of curriculum continuity in the subsequent phase. Besides, the transition from pre-school to school involved more than purely pedagogical questions such as continuity in curricula and teaching methods.

The experiments referred to above had shown plainly that nothing educationally worthwhile could be achieved - and in particular, nothing that would last - without equivalent social support through the provision of community facilities and social services capable of effecting a marked improvement in the material and social environment of families and children. It was therefore necessary to ensure the continuation of these additional services which unfortunately often ceased to be available and practically disappeared when the child moved on from pre-school to elementary school. Hence the interest in the problems arising out of the need to arrange an unbroken transition from pre-school to school education.

As part of the CERI "early childhood" project, it was therefore decided to give attention to national research projects dealing with these subjects. The project leaders had an opportunity to meet, exchange ideas and report on the development of their projects.

These projects deal with different aspects, but all highlight fundamental issues such as training of teachers and other staff, and parent involvement. Following the second meeting of the project leaders, the Secretariat prepared a document based on the interim report and discussions, extracting a number of items of major interest.

Given the interest of the information contained in this report, and the intrinsic validity of the projects considered, it seemed worthwhile to distribute it more widely. The initial report has been supplemented with bibliographical data provided by the project leaders. We should like to express our thanks to the forum of project leaders for their co-operation.

No conclusions can yet be drawn from these experiments, some of which are still under way. We feel nevertheless that even within these limits, this report contains much valuable food for thought on a subject which is more complex than might at first sight appear.

Chapter I

INTRODUCTION

Over the period 1974-76, the CERI programme on Early Childhood Care and Education has had two distinct strands of development. One comprises a substantial analysis of policy issues in this field, covering a number of Member countries, on which a major report has been published(1). The other, designed in response to wishes expressed by participants in a conference held at OECD in October 1973(2), involves the provision of a forum where leaders of experimental projects in a small number of Member countries can meet to discuss progress made and obstacles encountered, and to exchange views with country representatives involved in policy-making and administration.

Projects from five countries have been involved in this exercise and are briefly described in Chapter II. They are: the Queensland Pre-School Correspondence Project from Australia (henceforward referred to as the PSCP), the pre-school project of the Deutsches Jugendinstitut from Germany (DJI), the school consulting project for differentiated teaching for children in kindergarten and primary school from the Netherlands (GEON), the project on co-operation between pre-schools and primary schools from the county of Västmanland in Sweden (Västmanland), and Project Developmental Continuity from the United States (PDC).

Certain primary and secondary criteria were established for the original selection of the projects in order to establish some degree of comparability among them. The primary criteria established a requirement for projects that focused on institutional provision and development of pre-school services that included parental involvement. The secondary criteria established preferences for those projects that were addressed to the needs of disadvantaged children and/or were directed to the co-ordination of educational and other social service provisions. As is evident from the outlines provided in Part II, the projects selected vary enormously in size and scope and in their expected

1) Early Childhood Care and Education. Objectives and Issues, OECD/CERI, Paris, 1977.

2) Developments in Early Childhood Education, OECD/CERI, Paris, 1975.

dates of completion. Since the aim of the exercise was to facilitate interactions among those involved, not to make formal comparisons among the projects, the extent of these variations is of no real concern.

This report is an attempt to extract from the discussions about the projects and from the papers contributed for the meetings, common elements which are worthy of comment and which, because of the variations in their treatment in the different projects, may be of value to other researchers and policy-makers. The fact that most of the projects have not yet produced any firm "results" or conclusions - particularly PDC, which has only just completed its (very detailed) organisational preliminaries - may seem to make a report premature. Yet after two meetings of project leaders there seemed to be a fair degree of interest, firstly in reviewing the differences of approach which had already emerged, and secondly in setting down some preliminary reflections on issues of both substance and methodology, which could be reconsidered after further meetings and the appearance of more concrete conclusions from the projects themselves.

One further limitation should be pointed out. The combined scope of the projects does not cover the full range of issues which are of current interest within the field of Early Childhood Care and Education. Most notably, perhaps, there is no treatment of the co-ordination of the various services - educational, medical, dental and so on - which are often provided for the young child only in a rather disjointed fashion. The topics dealt with in this report are restricted to those covered by the projects concerned: positive discrimination, the involvement of parents and the community, the training of personnel, the transition between pre-school and primary school.

Finally, the inferences drawn from an individual project do not necessarily reflect the overall development of Early Childhood Care and Education in its home country. For instance, even the DJI project - impressive in scale and ambition as it is - does not represent a "German approach" to the field, nor is pre-school education in Queensland exclusively concerned with isolated children.

The aims of this report are, then, fairly strictly circumscribed, and the observations in it should be treated as tentative discussion points rather than firm conclusions. The intention is simply to widen the audience for some specific attempts at progress in this domain and to stimulate debate on the various approaches taken, their merits and their flaws.

Chapter II

OUTLINE OF PROJECTS

1. Australia QUEENSLAND PRE-SCHOOL CORRESPONDENCE PROJECT (PSCP)

The Pre-School Correspondence Project has been developed in the State of Queensland in Australia to provide pre-school education for children whose geographical isolation makes it impossible for them to gain regular access to pre-school facilities. Many of these children will be forced also to undertake their primary education by correspondence but others will be able daily to attend a small one- or two-teacher primary school. In 1975 over 450 children were enrolled in the programme.

The programme has been developed by a team of pre-school teachers in the newly established Pre-School Correspondence Unit within the Primary Correspondence School. The programme itself is divided into eight segments which are despatched at 5-6 week intervals. These were incorporated under the theme "The Child and His World" in the 1974-1975 programmes to signify the importance of self-identification and the relationship of the individual to his environment and the society. The eight segments in the 1975 programme were self-identification, daily living, environment, perception, classification, relationships, independence, and personal relationships.

In order to facilitate the implementation of the programme within the home, a basic equipment kit is supplied to each child upon his enrolment. It contains paper, glue, scissors, paint and paste, brushes, powder paints, crayons, clay, straws, magnifying glass and magnets.

A Resource Book for Parents, forwarded with the first set of materials, contains many ideas and suggestions for using materials which are generally to be found in the home.

It is anticipated that this provision, together with a regular circulation of books from both a children's and parents' library will ensure that each family, regardless of their economic circumstances or remoteness will have sufficient resources to implement the programme.

Each teacher, in addition to being a member of a development team engaged in the preparation of some aspects of the materials is responsible for approximately 32 children. Teaching responsibilities include

despatch of the uniform sets of materials, development of a personal relationship with parents and children through an exchange of correspondence, and supplementation of the uniform materials with other materials more appropriate to an individual child's needs.

To enable teachers to gauge the extent to which the programme is being implemented and to gather some information regarding the child's stage of development and response to the programme, parents are required to complete a questionnaire after completing each segment.

The overall evaluation of the project is the responsibility of the Research Branch within the Department of Education. Since the correspondence programme is also provided within the Department of Education the evaluation, although being conducted independently of the development staff, is essentially internal. The primary focus of the first stage of evaluation is the communication strategies being used. An attempt is being made to identify the points at which parents' and childrens' needs are not being adequately identified or met. The next phase of the evaluation will focus more on the substance of the curriculum materials provided to parents.

2. Germany DEUTSCHES JUGENDINSTITUT: GERMAN YOUTH INSTITUTE PRE-SCHOOL PROJECT (DJI)

This project began as a programme carried out between 1969 and 1975 by the German Youth Institute in co-operation with the State of Rheinland-Pfalz and Hessen. It is based on a concept of curriculum development which focuses on the development of children's social competence in dealing with real situations in their present and future lives. It involves, therefore, an analysis of the capabilities children must acquire if they are to think and act autonomously.

Because of the commitment to dealing with real life situations there has been no attempt to derive a general set of social competencies around which the curriculum might be constructed. Within each local group these emerge as the children, their parents, their teachers and field staff from the German Youth Institute identify the particular projects about which the kindergarten programme will be organised.

The local group seeks to document its experiences in each particular project, as full and realistically as possible, using written reports and other media such as photographs, films and tape-recordings. This documentation provides "didactic units" which may then be of value to others, not for the particular solutions they portray, but for the procedures they illustrate.

During 1975, 28 didactic units were formally published. They included topics such as "Children in the Hospital", "Getting Lost in the City", "About Fairy-tales", "Children Alone at Home" and "Children of Foreign Workers".

The demands placed on the kindergarten teachers in this programme are new and unusual when judged in terms of the professional preparation they have received. In the programme they were required to let their everyday experiences create the basis of the educational procedure, to include parents in the educational work of the kindergarten and, in many respects, to adopt functions similar to that of a community worker. To help the teachers change to this type of role a special professionalisation programme has been developed. The titles of the "Didactic units" listed above give an indication of the way in which local issues shape the local programme.

The second phase of the German project will involve the evaluation of a range of pre-school curricula in a number of States. About 250 kindergartens are being involved in this evaluation, having been selected from a range of socio-cultural backgrounds. The co-ordination of this transregional evaluation is the responsibility of the Federal and State Government's Commission for Educational Planning but the responsibility for the evaluation is being borne by the German Youth Institute.

The German Youth Institute is, thus, playing a dual role in the second phase. On the one hand it is the agency responsible for the evaluation of all the pre-school curricula being trialled and, on the other, it has developed the most comprehensive of the curricula being evaluated.

In regard to the German Youth Institute's own curriculum, the evaluation should establish the degree of transferability of the curriculum, conceived as it is in methodological terms rather than substantive, the degree and nature of parent involvement, and the levels of social, emotional and cognitive development of the children.

3. The Netherlands GEDIFFERENTIEERD ONDERWIJS VOOR KINDEREN VAN 4 TOT 8 JAAR: DIFFERENTIATED TEACHING FOR CHILDREN AGED 4 TO 8 YEARS (GEON)

The GEON project has a two-fold task: to develop supporting means for the educational process in the school as well as to study structures and strategies for educational innovation in general. In fact nearly half of the work done is dedicated to the latter. Since it is not the primary aim of this report to cover this subject, this second task will not be reported further in the following text and only the directly educational aspects will be mentioned.

The first activity in this project is the selection, at age four, in their regular kindergarten classes, of children who are, and who in the future probably would otherwise be, low achieving pupils. The major activity then is to train their regular teachers to interact with them in ways consonant with their individual needs.

The project is being undertaken in 48 kindergartens and about 100 primary schools, with about half of each group being involved in the first experimental period. The main aim of the project is to change the teachers' behaviour by expanding their repertoire through a series of mini-courses providing individualised instruction for the teachers. The training model being used was developed by the Far West Regional Laboratory in San Francisco.

The first mini-course is designed to help the teacher foster independence in the child. The teacher is provided with feedback based on observations of her behaviour with the children as a basis for modifying her behaviour. Another mini-course is aimed at helping the teacher diagnose and adequately react to disturbing child behaviour. Behaviour modification techniques strongly influence these units.

To help teachers foster verbal and cognitive development in children, a series of activities has been developed based on the project leader's earlier work with the Utrecht language and thought programme, on a programme developed by Carl Bereiter and on the work of Marion Blank.

This project, which began in December 1973, will last for 6-7 years and include two phases, the second being a replication of the first. The project is a co-operative effort of the three National Educational Centres (one Roman Catholic, one Protestant and one non-denominational), four Regional School Service and Guidance Institutions and the University of Utrecht.

The evaluation of the project will depend in part upon a comparison of changes in the children in the experimental groups with those in comparison groups and also upon the judgements of the teachers undergoing the training programme.

4. Sweden CO-OPERATION BETWEEN PRE-SCHOOLS AND PRIMARY SCHOOLS (VÄSTMANLAND)

In the county of Västmanland, all but one of eleven communities are taking part in a co-operative pre-school and primary school projects, organised by the County School Board. The aims of the project are to remove any discontinuity from the transition between pre-school and primary school with particular attention being given to the needs of disadvantaged and handicapped children.

The introduction of pre-school education in Sweden, from 1st July, 1975, as a right for all six-year-old children, followed a lengthy consideration of the issues. Attendance is not compulsory, but the Swedish School Board and the Swedish Social Board have recommended that their respective local boards co-operate in facilitating children's transition from the pre-school to the primary school.

The Västmanland Project is concerned with 5-6-year-old children who are in either pre-school only or in full day-care of which the pre-school programme is part, and with seven-year old pupils in the primary school. In both the pre-schools and the primary schools, however, children outside these ages are involved as well.

In seeking to increase the co-operation between the teachers in the pre-schools and primary schools three stages have been identified:

- organisational co-operation - in which organisational adjustments are made to facilitate contact between the teachers;
- methodological co-operation - in which the teachers in the pre-school and primary school strive to adopt similar means of working with children;
- integration - in which the structures and approach are merged to form a single unit.

In the highly centralised Swedish school system teachers have not been used to exercising local initiative to the extent implied by a movement through these three stages. A more structured and centrally directed approach to the problems of the pre-school primary school transition would probably have met with resistance from teachers already claiming to be dissatisfied with the extent of recent centrally initiated changes in the system. The approach in the Västmanland project is seen to be one of self-renewal with teachers participating directly in their own re-education.

The programme in the primary schools has tended to emphasize cognitive development with very similar educational methodology in all schools. In the pre-schools, on the other hand, there has been more concern with the child's social-emotional development and less uniformity of methodology. In each community there are one or two co-operating groups through which developments and changes are initiated. It is with these groups that the project leader works.

The major emphasis in the project has been on achieving methodological co-operation, both by increasing the emphasis among the primary teachers on affective development, and by helping these teachers to develop a more varied methodology. Attempts at achieving the methodological co-operation are being made through the use of teachers' meetings designed to develop understanding and tolerance, through the use of older children in the schools to help the younger ones, through aesthetic development of the children involving manual work, movement and drama. Several other sub-projects concern language and conceptual development in children.

Particular sub-projects tend to be developed by one or two teachers in co-operation with the project leader. Further development and dissemination depends upon other teachers being drawn in. Sub-groups formed specifically to consider methodological issues have been most important in developing methodological co-operation. These

groups, each of about 8-10 teachers drawn from both pre-schools and primary schools, met in the first year with the project leader and/or another consultant present, with the intention that the teachers themselves would follow up the initial discussions with new groups of teachers.

Parent involvement has been achieved in three ways. Firstly, a small number of parents have been able to meet with the school psychologist to discuss questions and problems. Secondly, a larger number have been met with the teachers for similar discussions for which the teachers were prepared in meetings with the school psychologist. Thirdly, in day care centres, parents have actually been involved in the work of the centre.

A preliminary evaluation was undertaken by an outside psychologist in 1975 to provide a basis for further development. The final evaluation will be undertaken by the School Board for the County of Västmanland in 1976.

5. United States of America PROJECT DEVELOPMENTAL CONTINUITY (PDC)

Project Developmental Continuity is an experimental programme sponsored by Head Start in the Office of Child Development, Department of Health, Education and Welfare. The aims of Project Developmental Continuity are:

- to assure continuity of experience for children from pre-school through the early primary years, thereby promoting educational gains for children through the development of social competence;
- to develop models for developmental continuity that can be implemented on a wide scale in Head Start and other child development programmes and school systems.

Developmental Continuity emphasizes the involvement of administrators, classroom staff and parents in the design and development of educational goals and a comprehensive curriculum. It focuses on provision of a consistent approach for children across the Pre-School and early primary grades.

Project Developmental Continuity designates that each local demonstration programme reflect certain basic principles and certain required elements in each of seven component areas. These areas are education, preservice and inservice training, developmental support services, parent participation, administration, services for handicapped children, and service for bilingual-bicultural children.

Two alternative approaches have been developed for implementing this project. One involves the establishment of pre-school - school linkages, the other establishment of early childhood schools. The

Linkages approach links two existing institutions, the pre-school and the school, and co-ordinates the *educational and developmental* approaches between them, with particular attention to the development of social competence, including basic educational skills. All aspects of the educational and developmental programmes are co-ordinated in order to promote continuity in the child's development and educational experience. The teaching staff of both Head Start pre-school and elementary school must agree on a compatible educational philosophy and approach to teaching and provide a continuous and co-ordinated curriculum.

Staff in both pre-school and elementary school maintain communication in regard to their programmes during regularly scheduled conferences, workshops and teacher-training meetings. Parent involvement in both Head Start and the public schools enables parents and staff to work together to provide continuous services for the children. A Council made up of parents, pre-school and elementary school teachers, administrators and community representatives, has been established to be responsible for the programme in each local community.

The Early Childhood School approach implements Developmental Continuity through the creation of an institution in which the pre-school programme merges with the elementary school. All children are in the same physical facility, opening additional possibilities for continuity of educational and developmental intervention.

The educational programme in the Early Childhood Schools provides a developmentally appropriate sequential curriculum for children between the ages of four and eight. The staff and parents have to agree on a basic philosophy of education, general approach to teaching and learning, concepts of child growth and development, and long-range goals for the children. Staff have to develop or adapt a curriculum which reflects their consolidated programmes. Training, parent involvement and developmental support services are essential to the Early Childhood Schools.

Fifteen sites were originally funded in 1974-75 for the planning and early developmental phases. During the planning year each site was funded for a staff which included a full-time project co-ordinator and from one to six additional full-time and/or part-time staff. Initially the staff recruited and organised local councils and committees and then acted more as co-ordinators and information resources.

The 13 projects currently in the PDC programme are located throughout the United States and reflect the racial and urbanicity composition of Head Start programmes nationwide. One serves the children of migrant families who are home-based in Florida; another is located on a Navajo Indian reservation in Arizona. Of the 13, six are based on the pre-school - school linkage approach and the other seven are early childhood schools. Three of the sites are focusing on special strategies to meet the needs of the Spanish-speaking population. As of September 1976, about 7,000 children are involved in the PDC programme.

Evaluation of this project is being done by contract with an agency not involved in the project itself. Evaluative data are being collected on the degree of implementation of the programme aims, the process of implementation, and the impact on children from Head Start (age 4) through the third grade (age 8). The children who will enter kindergarten in the fall of 1977 are being used as the experimental sample. A comparable sample of children in neighbouring schools are being followed as the control group.

Chapter III

GENERAL DESIGN STRATEGIES

The overall approach to the specific developments involved in each of the projects can be characterised in terms of the extent to which the stimulus for change and the actual development and implementation of change are either centralised or devolved upon the local group. Where devolution has occurred further distinctions can be made according to whether power resides in the hands of the professionals or is genuinely passed to parents and others in the community.

In the Pre-School Correspondence Project (PSCP - Australia) the decision to provide the service was taken by the central administration. The development of the programme is the responsibility of the teaching staff appointed to the project but they work within the overall guidelines for pre-school education developed by the central administration. Furthermore, the formative evaluation of the project is in the hands of central administrative staff.

Centralised provision of guidelines also characterises Project Developmental Continuity (PDC - USA). In this case, a number of sites are involved and there is a good deal of local autonomy and diversity both provided for and encouraged. Indeed, the site selection criteria were established in such a way as to ensure diversity. Nevertheless, this project represents a clear attempt by a central organisation to stimulate, and to some extent shape, institutional change. Interestingly it is already noted that in some sites there has been a desire for more specific direction than was originally provided. Although this has been provided the commitment to flexibility and diversity remains.

In the Deutsches Jugendinstitut's (DJI - Germany) experimental programme the overall commitment to social learning as the substance of the pre-school curriculum and to parent and community involvement as the strategy for local development of the substance represents the implementation of a centrally determined set of guidelines. In fact, specific teacher education components have been developed to facilitate staff involvement of parents and community in their attempts to implement the strategy. In this respect, the PDC and DJI projects are similar. Both are based on a central commitment to local initiative. Both involve the centralised provision of conditions designed to

encourage local acceptance of autonomy and responsibility within the framework of a prescribed strategy.

The differentiated teaching project (GEON - Netherlands) seeks to provide teachers with a strategy for individualising their teaching to meet unique needs of the children which the teachers themselves identify. The general strategy was centrally conceived and is implemented through teacher education programmes conducted by the project staff. In that sense the project is also centrally determined. It is, however, based on achieving an individualised programme for individual children. Project staff are willing to provide directions for teachers when they are requested to do so, but the long-term objective is to develop the teachers' own specific competencies in identifying children's needs and providing for them.

In the project specifically designed to develop co-operation between local pre-schools and primary schools in Västmanland (Sweden) there is a commitment to facilitating the co-operation but no prescription either as to the form of co-operation or even to its ultimate development. The freedom to decide whether to co-operate is consciously left with the teachers. The project staff help to identify problems but refuse to become involved in the development of solutions. The options open to the teachers include the decision not to co-operate - though the project staff's value commitment in relation to that option is probably fairly clear.

There is a good deal of local freedom allowed in all of the projects for the professional teachers and, in some of them, for parents and other community members as well. The extent to which this local freedom is to be exercised within a framework of guidelines depends, in part, on the size of the project. Where the project includes numbers of local groups, the provision of guidelines, even if they deal only with strategy and not with substance, serves to create and preserve the identity of the project. Diversity and local autonomy are pursued because they have been centrally judged to be desirable. In only one of the projects is a rejection of the desired strategy (in this case, active co-operation between pre-school and primary school teachers) declared to be allowable. Even in this case, however, such a rejection would provide grounds for judging the project to have been unsuccessful.

In regard to the substance of the pre-school programme, in only the PSCP and GEON projects is there a clearly determined content. In the case of the PSCP this is a function of the need to commit the entire programme to written form for communication to isolated parents. In the case of the GEON project, it derives from the specific teacher education programmes designed to help teachers develop both general independent behaviour and specific verbal and cognitive skills in the children.

The PDC and DJI projects share a commitment to the development of social competence in the child but in the PDC guidelines there is more detailed prescription about the component skills, cognitive and affective, which can be taken to form the basis of this competence. In the DJI, the identification of the real life situations, in terms of which the desired social competencies are determined, is left entirely for local judgement.

In the Västmanland project no substance is determined by the projects staff at all. Since the project is concerned with co-operation between the pre-school and primary school in different aspects and on different levels, the substance of the co-operation is left entirely to the teachers. The focus of the project is primarily upon a methodological reconciliation of teachers from the two traditions.

Chapter IV

INDIVIDUAL ISSUES

The five projects can be taken to shed some light on a number of the themes held to be important within the CERI Early Childhood Education Programme. As indicated in the introduction, the projects differ markedly in their level of generality and, partly as a consequence, in the extent to which they reflect the range of developments occurring within their countries. A more complete analysis of the range of developments in the Member countries, such as that already being undertaken by CERI, would provide a further perspective on these major themes, but the projects themselves can highlight some issues. The major themes are positive discrimination, parent/community involvement, personnel (parent and teacher) education and problems in the pre-school primary school transition. As was made clear in Chapter I, it is not possible at this stage in the development of the projects to summarize conclusions which may be drawn, since, for the most part, the data are not in. It is possible, however, to point to significant variations among the projects and to indicate areas in which a basis for some cross-cultural analyses can be anticipated.

1. POSITIVE DISCRIMINATION

The PSCP represents, in toto, an example of positive discrimination. Its entire rationale is the provision, in a unique manner through correspondence, of a pre-school programme for a group of children who have no other means of access because of their geographical isolation. In future developments, it is planned to include children isolated by factors such as physical handicap in addition to the present group isolated by geographical remoteness. Some of the children, whose isolation occurs because of their fathers' involvement in fishing and mining industries, may be considered disadvantaged in terms of their fathers' educational and socio-economic levels, but others, whose fathers own substantial grazing properties, are materially well provided for. Within the programme, some differential provision is attempted through the provision by a child's particular teacher of individualised supplementary material. There is, however, no

systematic differentiation built into the programme for identifiable sub-groups of children.

Project Developmental Continuity begins with children selected by income level, i.e., their families meet Head Start eligibility requirements. Currently this level is established as $5,500 for an urban family of four, $7,300 for a family of six persons in all states except Hawaii and Alaska, which set a higher income ceiling. However, all the children currently in kindergarten and elementary grades, linked to the target Head Start classes are included in the project, regardless of income level. Positive discrimination occurs in another area since Head Start has been required by Congress to reserve at least 10 per cent of its enrollment for seriously handicapped children. Special training is given to teachers and parents in dealing with handicapped children. They continue to be served by the project through the elementary years.

In the Västmanland project the second aim, after that of establishing co-operation between pre-school and primary teachers, is the provision of special assistance to handicapped and disadvantaged children. Supplementary resources are already available to primary schools where it is judged positive discrimination is needed because of the numbers of disadvantaged children but, to date, no primary school staff has been willing to transfer any of its supplementary resources to the co-operating pre-school. Since no further funds are available there has been no provision for positive discrimination in the pre-schools.

The positive discrimination provided in the GEON project is based on the identification of individuals, not groups, in need. The differentiated, or diagnostic, teaching strategies in which the teachers are trained provide the basis for identifying and constantly modifying the target population of children in need. Although it is anticipated, and has been observed, that higher proportions of such children will be found in groups from lower socio-economic levels, no attempts are made to differentiate and treat groups of children on such general criteria.

The whole concept of formal positive discrimination for groups defined, in socio-economic or cultural terms, as being in need is rejected in the DJI project as the product of "the cultural dominance of the middle classes". Since the programme in each school is intended to be the product of the community which the school serves, there is no provision for the importation into the programme of the values of others from outside the community. The programme reflects the values and aspirations of the community and not the vision anyone else has for the community.

Within the five projects, the nature of the provision for disadvantage varies over the whole range from a programme directed entirely to a disadvantaged group (PSCP), through two projects attempting to place special emphasis on groups defined in socio-economic terms to be disadvantaged (Västmanland and PDC - at least in the Head Start aspect

of the programme), and one focusing on the identification of and provision for individuals in need rather than groups (GEON), to one which rejects the whole concept of disadvantage as a patronising construction of those who perceive themselves to be superior (DJI).

2. PARENT AND COMMUNITY INVOLVEMENT

All of the projects recognise the importance of parental involvement but the terms of the involvement vary. In the PSCP, the parents using the correspondence materials in their own home become essentially teacher aides and perhaps, in some cases, even teachers. The parents are required to exercise choice among options within the material since they are designed to contain more than a family can use. The teacher can help in this selection process but much of the responsibility rests with the parents. In addition, the manner in which the programme is used is determined by the parents. Some set aside rather formal time periods in the day to use the programme, others simply build programme activities into the child's regular play and other activities.

The VÄstmanland and the PDC projects both utilise parents as aides within the school to supplement the role of the teacher. In the case of the PDC project, the role of these parent-aides is extended to include home-school liaison. In the GEON project, although parents are not used in the programme, substantial attempts have been made to provide them with information about the project.

Beyond the function of keeping parents informed and even of using them in the programme itself, both directly and as a bridge to other parents, there is provision in some of the projects for parent involvement in decision making. In the PSCP, although the parents are involved in some selection of options from among those provided in the material, they have had no role in the determination of the programme's structure and content or in the development of the materials. Similarly, in the VÄstmanland project the choice of programme rests with the professionals and, in this case, the emphasis is on getting the pre-school and primary school professionals to talk to one another. For the GEON project, parental involvement in curricular decisions is actually illegal under existing Netherlands legislation, and so cannot be attempted as yet. Under proposed new legislation parental involvement will be possible.

In PDC the involvement of parents in the organising councils is a requirement of the centrally prescribed guidelines and all centres are making genuine attempts to involve them in the decision processes. In almost all sites, one parent has been employed as a parent involvement co-ordinator; some parents are reluctant to go beyond the role of aide, if involved formally, or to see themselves as other than recipients of

information from teachers, if involved less formally. In fact, although the role may appear to be technically more demanding, parents seem both more willing and more able to serve as aides than to participate in the development of policy. Given their previous experiences and expectations of primary schools this is probably not surprising.

In an attempt to avoid the barriers often perceived by parents when their comments and judgements are sought in open discussions, the DJI seeks to avoid discussion group activities and instead seeks to involve the parents directly in the type of cultural action which forms the basis of the children's curriculum. Parents have been found to accept this type of involvement fairly readily.

One important consideration in any attempt to use or involve parents is the representativeness of those who respond. In the PSCP all parents obviously respond, but in all other cases the response cannot be so controlled. No data are available at this stage on the selectivity of the co-operating parents but it may well be a crucial variable.

3. PERSONNEL EDUCATION

Parent Education

In all of the projects some training is offered to the parents. In the cases of the GEON and Västmanland projects this involves mostly the transmission of information to the parents. In the GEON project some attempt has been made specifically to encourage the parents least likely to respond. In the Västmanland project, parents have been given some training to deal with the education of their children. Initially, this was achieved by having the school psychologists meet with parents but, because so few parents could be provided for in this way, the school psychologists now meet with teachers, and the teachers, in turn, meet with the parents.

In the PSCP, some of the correspondence materials are directed specifically at the parents to provide training for them. The next planned development will involve the creation of parent groups with a trained parent leader to meet as frequently as their isolation will permit. In PDC, parent classes have been organised. In some sites these have been offered as special parent sessions whereas in others the parents have simply been included in the regular training sessions for teachers and administrators.

In the DJI project, the parents' involvement and learning has been directly achieved through their involvement in cultural action. The teachers have been trained in ways to facilitate parent involvement since the process of involvement is believed itself to provide the best training for the parents.

Teacher Training

The teaching staff in the PSCP are, like the staff of any other pre-school in Queensland, simply appointed to the school. Any preparation given to the teachers to prepare them for the correspondence situation is "on the job" instruction provided by other staff. To some extent, the whole evaluation component of the project will provide staff training through the analyses it will provide of present features of the programme. The first of these analyses are now available and have formed the basis for discussions with the staff. They provide analyses of administrative and teaching strategies and of parents' reactions to the programme.

Formal training programmes for staff have been taken to be an important part of PDC. Some began during the initial planning year before the programme with the children actually began and all have continual and heavy emphasis on training. In the GEON project, formal staff training is central to the operation. It is followed by analyses of teacher performance and rapid feedback to provide a basis for the teacher to change his or her behaviour. The whole focus in this project is very much on changing teacher behaviour as the means to change the experiences provided for children.

The VÄstmanland project similarly seeks to develop teachers' skills in analysing issues and clarifying differences but seeks to introduce no solutions for the teachers. The basis on which the co-operation between pre-school and primary school teachers is to be built is a mutual identification and solution of problems. The staff development provided is focused on the identification phase.

For the teachers in the DJI project much of the training comes, as it does for the parents, in the involvement in cultural action. There are, in addition, some formal provisions to train teachers in the skills needed to involve parents. Although the programme is intended very much to be the product of the parents and other community members, the teachers are given skills with which to maximise parent and community involvement and to capitalise on their contributions.

4. PROBLEMS IN PRE-SCHOOL/PRIMARY SCHOOL TRANSITION

Only three of the projects attend to this issue. The PSCP does so insofar as its declared aim to facilitate a smooth transition is achieved through its gradually increased emphasis on cognitive development as a basis for subsequent primary school work. In particular, for those parents sufficiently geographically isolated for their children to receive their primary education also by correspondence, this gradual change in emphasis is designed gradually to alter the nature of the parents' task to one more like that required with the primary correspondence programme.

The PDC is experimenting with two different organisational forms to facilitate the transition from pre-school to primary for the children. In one of these, formal linkages are established between pre-schools and primary schools (not necessarily on a one-to-one basis) and in the other the pre-school and primary programmes are both established in a single early childhood school. To date, better co-operation seems to emerge when it occurs in the context of a single institution because of the simple proximity of staff and the greater ease in developing a common philosophy.

In the Västmanland project, only the organisational arrangement of linkages has been used but it has been found possible to establish organisational co-operation between teachers from the two types of schools. The major thrust of the project is not just to get interaction between pre-school teachers organised, but to encourage methodological co-operation; that is, to bring the teachers from the two traditions to the point where they recognise and examine the methodological differences and set about reducing the discontinuity experienced by children as they move from pre-school to primary school. This type of methodological co-operation is seen as a necessary prelude to any formal integration.

Chapter V

EVALUATION AND DISSEMINATION

1. EVALUATION

Evaluation can be intended to fulfil both formative and summative functions. Formative evaluation is designed to provide a basis for modifications to the programme and summative to provide a more permanent assessment of the long-term outcomes of the programme or, at least, an assessment of its operation in its ultimate form.

The most immediate use of evaluative data in programme modification and development occurs in the GEON project, where the initial focus is the teachers' behaviour and where the data provide a record of the teachers' behaviour. The use of the data both to produce and to monitor changes in teacher behaviour is clearly formative. The evaluation activities are internal to the project with the data collection initially being the responsibility of the project staff and finally the responsibility of the teacher herself.

A similar use of evaluative data is proposed in the PSCP, in which the evaluation team is collecting systematic evidence about the communication strategies being used in correspondence between teachers and parents and children. The teachers are the primary audience for the data which should provide them with the basis for modifications to their programme strategies. In the next phase the emphasis will shift, in part, to programme content. The major difference between the PSCP and the GEON project is that the feedback is more delayed with the PSCP because the communication process is itself drawn out. The teachers themselves do obtain formal feedback from the parents every 5-6 weeks which provides the basis for modifications to their provision for the child. In addition, many receive more frequent informal contacts from parents which also provide the substance for changes in their provision. The feedback to the teachers from the evaluation team is more long term since it attempts to analyse, over time, the adequacy of the information the teachers obtain and the appropriateness of the uses they make of it. The evaluation activity for the PSCP is external to the project in not being in the hands of the development staff but is internal in the sense that it is being undertaken within the organisation of the Department of Education. In PDC, even the formative phase

of process evaluation is in the hands of an external, contracted evaluator. Both formative and summative evaluation is in place. Children now in Head Start will be followed through third grade.

In the GEON project and the PSCP, the data gathered are process data. Some of it is objective in the sense that it involves frequency counts of observable behaviour but none of it, for this formative phase, involves achievement measures. In both cases judgemental data are also gathered from participants as a legitimate basis for a systematic understanding of the programme. For the GEON project, the observational data are intended to provide a "mirror" with which the teachers can see themselves. Initially the project staff are involved in delineating for the teachers the pictures of their behaviour. The main emphasis in the training programme, however, is the development of the teachers' own capacities to observe themselves and modify their behaviour.

Empirical evidence of children's level of achievement and development is being gathered in the GEON project to provide for a summative evaluation phase. Data are also being gathered on children not involved in the programme, for empirical comparisons. In the PSCP, some provisional achievement measures on the children in the programme have been collected but no final decision about their use has been taken. There are, in this case, serious difficulties in any attempt to obtain a comparison (or control) group.

In the Västmanland project through regular meetings between the teachers and project staff, and through annual reports, an ongoing evaluation has been maintained. A more extensive evaluation was undertaken in spring 1975 and the summative evaluation phase will be undertaken in the spring of 1976. It will focus on changes which have occurred in the processes of co-operation between the pre-school and primary school teachers. The evaluation function is clearly internal to the project. Since the evaluation of this work in 1976, pre-school and primary school teachers have responded to questionnaires. Interviews were organised with teachers from both kinds of schools and with the president of the school board and the local social council in each community. This evaluation showed, among things, that there is not only a difference between the objectives of the pre-school and those of the primary school, but a disagreement between the administration politicians on the one hand, who have a political and social conception of the pre-school, and the teachers on the other, who favour a pedagogical conception.

In the case of the DJI project, the evaluation phase is somewhat complicated by the fact that the German Youth Institute is responsible for a national comparative evaluation of a series of alternative developments in pre-school education, the most substantial of which is the one for which the Institute was itself responsible. Further, the

evaluation of that particular project is going to be undertaken primarily in those regions where responsibility for it was borne by staff members of the institute. The evaluation project thus becomes an internal activity with respect to the DJI project but an external one with respect to the other projects within Germany. The problems of attempting any sort of comparative evaluation among projects which differ markedly in the goals and strategies has been acknowledged but, since there appears to be some national expectation of comparison, the attempts at resolution of these difficulties should be of considerable interest.

No details of the summative evaluation phase of PDC are yet available. The responsibility for this phase is with external evaluators under contract to the project in fact the same evaluators who will be responsible for the process evaluation in the formative phase. There will, in the summative phase, be attempts to measure growth in children's achievement against baseline data of their own and to compare it with growth in non-experimental comparison groups.

2. DISSEMINATION

In all of the projects, dissemination will apparently be conducted through the usual channels available for reporting on projects and their evaluation. In the PSCP, there is a single set of curriculum materials but it is potentially transferable only to other similarly situated correspondence ventures. In the DJI project, however, the curriculum materials are methodological. The units which are to be disseminated are actually records of strategies adopted in particular centres by staff, parents, community members and children to present some particular real life situation to the children. Their function is not to provide materials for implementation elsewhere, but to stimulate adaptations and developments of the strategies in other places to meet unique local needs.

The emphasis of the Västmanland project on decentralisation and teacher initiative has necessitated a number of different approaches to dissemination. The local co-operative groups of pre-school and primary school teachers have had the prime responsibility for dissemination. The teachers involved have achieved this through meetings with other teachers and with the Local School and Social Boards and through common days for studying current themes. The methodological groups, in the first phase, consisted of teachers from different communities, a feature which facilitated dissemination. Finally, the project staff themselves have been involved, both formally and informally, in dissemination.

The fact that the GEON project employs mini-courses already devised and tested elsewhere shows that dissemination is at least partly feasible; the emphasis on the compilation of highly individualised learning programmes, on the other hand, implies that there is unlikely to be strict replication of the results.

As for PDC, finally, the development and dissemination of models for developmental continuity is one of the two major stated aims. It is seen in a fairly broad context as leading not only to increased knowledge concerning programme implementation which will be available to non-demonstration Head Starts or other pre-schools, but also, more tentatively, to advances in sociology and developmental psychology.

Chapter VI

FUTURE DEVELOPMENTS

This component - the co-ordination of research projects -of the CERI programme on Early Childhood Care and Education could develop in two ways. The first would be, broadly speaking, the continuation of the present series of studies with a further meeting (or meetings) of the research leaders at which the implications of the evaluations presently under way could be reviewed and elaborated. To some extent limitations already acknowledged would still apply, with some projects just beginning whereas others, such as Västmanland, are about to terminate. However, after a sufficient period had elapsed there would be available sufficient further data and observations for useful comparisons and firmer conclusions. In addition, the exercise could in principle be expanded to include other projects identified as being relevant and appropriate for comparative purposes, and which perhaps reflected the broadening of the whole CERI programme to cover social and care aspects. In this way it could be converted into a rolling exercise, with new projects being adopted to replace those which had come to an end.

This has, of course, been an ex post facto exercise since, although certain criteria were applied in the selection of projects to maximise comparability, the projects themselves were already designed and approved before the criteria were formulated and this part of the CERI programme launched. Indeed, part of the interest of the exercise has lain in the juxtaposition of the different research approaches and in the comparison of the relative priorities given to specific issues. Both of these may be illustrated by the variations in the role accorded to teachers in the five projects currently under consideration. This ranges from the Västmanland project, whose aim is to alter teacher attitudes and patterns of action but which also sees this as only being achieved by the teachers themselves, to the DJI where teachers are viewed rather as intermediaries between researchers and the community whose active participation is paramount.

A different approach would be to aim at a single cross-national research project aimed expressly at overcoming the difficulties of comparison by being designed in common by such Member countries as would be interested. This would involve preliminary meetings of researchers

from these countries in order to devise a framework which would be internally coherent and yet applicable in the various national contexts.

In any case, it should not be forgotten that a major function of this part of the CERI programme has always been to facilitate communication between researchers, both amongst themselves and with policy-makers. CERI will, therefore, continue to provide a forum for such communication, but direct bilateral or multilateral exchanges, without the mediation of an international organisation, are seen as rather proper spin-offs.

Annex 1

Attached are bibliographical indications produced by the five projects leaders concerning documentation available from each of the projects.

I. QUEENSLAND PRE-SCHOOL CORRESPONDENCE PROJECT

Australia

i) Published Reports:

No.1 The Pre-School Correspondence Program: Background, G. Ashby, B. McGaw, J. Grant.

No.3 Interactions in the Pre-School Correspondence Program, B. McGaw, G. Ashby, R. Perry.

No.4 Parents' Perceptions of the Pre-School Correspondence Program, B. McGaw, G. Ashby, J. Grant.

ii) Reports in Progress:

No.2 The Pre-School Correspondence Program : An Overview, G. Ashby, B. McGaw, R. Perry, T. Cassin, B. Clemesha.

No.5 Description and Evaluation of the Pre-School Correspondence Program Materials, G. Ashby, T. Cassin, B. Clemesha, J. Grant.

No.6 Teacher's Perceptions of the Pre-School Correspondence Program, G. Ashby, T. Cassin, B. Clemesha, J. Grant.

No.7 The Teaching Styles of a Sample of Parents Enrolled in the Pre-School Correspondence Program, G. Ashby, T. Cassin, B. Clemesha, J. Grant.

No.8 Evaluations of the Pre-School Correspondence Program: Major Findings and Recommendations, G. Ashby, T. Cassin, B. Clemesha, J. Grant.

(Note: All reports are available from the Senior Research Officer, Information and Publications Branch, Department of Education, P. O. Box 33, North Quay, Queensland 4000, AUSTRALIA.)

II. GERMAN YOUTH INSTITUTE PRE-SCHOOL PROJECT (DJI)

Federal Republic of Germany

Literaturangaben

- Arbeitsgruppe Vorschulerziehung: Anregungen I: Zur padagogischen Arbeit im Kindergarten, 5. Auflage, Juventa-Verlag, Munchen 1977 (Reihe Deutsches Jugendinstitut - aktuell).

- Arbeitsgruppe Vorschulerziehung: Anregungen II: Zur Ausstattung des Kindergartens, 3. Auflage, Juventa-Verlag, München 1976 (Reihe Deutsches Jugendinstitut - aktuell).

- Arbeitsgruppe Vorschulerziehung: Anregungen III: Didaktische Einheiten im Kindergarten. Juventa-Verlag, München 1976 (Reihe Deutsches Jugendinstitut - aktuell).

- Arbeitsgruppe Vorschulerziehung: Vorschulische Erziehung in der Bundesrepublik. Eine Bestandsaufnahme zur Curriculumentwicklung. Juventa-Verlag, München 1974 (Reihe Deutsches Jugendinstitut - aktuell).

- Jürgen Zimmer (Hrsg.): Curriculumentwicklung im Vorschulbereich. 2 Bände, Piper Verlag, München 1973.

- Jürgen Zimmer u.a. (Hrsg.): "Was bringt der neue Kindergarten?" In: betrifft: erziehung, 9. Jg., 1976, H. 4, S. 30-52.

III. THE GEON PROJECT

Netherlands

The GEON project is as a rule very reserved in presenting any of its material via means of general publication. This is done both for reasons of innovational strategy as well as general policy. In the Dutch press or professional periodicals no information has been published as yet and no reports have been officially released. Materials can also as a rule not be sent on written demand.

However, there is no problem in obtaining reports, materials and findings of the projects within the framework of a more permanent relationship of collaboration of informational exchange. Since the start of the project in 1973 the following materials have been produced, which are all in the Dutch language.

1. General project description and plan

2. Annual Report, 1973
   Covering mainly structural problems regarding the start-up of the project.

3. Annual report, 1974
   On problems of evaluation, co-operation with schools and selection of personnel.

4. Annual report, 1975
   On external evaluation, innovational strategy, internal structure and information processing for formative evaluation.

5. Annual report, 1976
On further programme development connected with interaction among children and on problems of translating project findings into plans and production for general dissemination.

6. Evaluation outline
Rather extensive discussion on methodological aspects.

7. Evaluation procedures
Description of all methods and instruments for gathering and processing of evaluative information.

8. Community aspects
Report on activities of the project concerning the relation between community, parents and school.

9. Quantitative analysis I
First report of a series of summaries of statistical findings summing up the effects on the learning process of 4 to 6 year old children in the first experimental phase in the first region.

IV. CO-OPERATION BETWEEN PRE-SCHOOLS AND PRIMARY SCHOOLS

(Västmanland) - Sweden

- Hopstadius, Kerstin-Vindeland, Maj: Pre-school-primary school in co-operation. The information of the transition between pre-school and primary school: A survey, discussion and a model. Report 28, the School County Board of Västmanland.

- Olsson, Eva-Samuelsson, Britt-Inger: Pre-school-primary school in co-operation. Comparison between records of pupils' progress of pre-school teachers and primary school teachers. Report 29, the School Country Board of Västmanland.

- Anvill, Gunilla-Eriksson, Solveig: Pre-school-primary school in co-operation. A comparing study of the way of teaching. Report 35, The School County Board of Västmanland.

- Hopstadius, Kerstin: Pre-school-primary school in co-operation. Evaluation of an ongoing project in the county of Västmanland. Spring 1975. Report 37, the School County Board of Västmanland.

- Description of the project Pre-school-primary school in co-operation 1971-72 in the county of Västmanland. Dnr 116/72 B.

- Description of the project Pre-school-primary school in co-operation 1972-73 in the county of Västmanland. Dnr. 73:1042 B.

- Description of the project Pre-school-primary school in co-operation 1973-74 in the county of Västmanland. Dnr 74:1055. Report 34.

- Description of the project Pre-school-primary school in co-operation 1974-75 in the county of Västmanland. Dnr 75:1110. Report 39.

- Bennis, W.G., Benne, K., Chin, R., Corey, K.E.: The planning of change, Holt, Rinehart and Winston 1976.

- Goodlad, J.I. et al: The conventional and the alternative in education. McCutchan Publishing Corporation 1975.

- Social department: Pre-school 1-2. Report by State Commission, Stockholm 1972.

- National School Board: Läroplan för grundskolan. 1969.

V. PROJECT DEVELOPMENTAL CONTINUITY

United States

The following list is a compilation of bibliographical materials from the various local participating projects. It is presented in alphabetical order by state.

(Note: All materials are available directly from the appropriate local projects.)

Materials developed by:

i) Office of Navajo Economic Oppportunity
Dilcon School (Fort Defiance Site)
Winslow, Arizona 86047.

1. Slide Presentation and Tranparencies
30-minute slide presentation on the PDC programme component-by-component.

2. Translation of Existing Materials into Navajo
Designed for PDC council to provide information on PDC.

ii) Visalia PDC
Visalia Unified School District,
315 E Acequia St.,
Visalia, Calif. 93277

1. Parent/Health and Support Service Directory
Designed to give information to parents on Community Services.

2. Crowley Elementary School Parents Handbook
Designed to familiarise parents with school, the physical layout, and staff, etc.

3. Oral Language Program (Spanish as a second language programme).

4. Health Coloring Booklet
In Spanish and English; to familiarise children with ways of taking care of their teeth.

Head Start:

Buen apetite
Used in a classroom to teach how to make different dishes.

Recetars de Mamia'
Practical recipes suggested by parents which can be used by teachers in the classroom.

Visalia Multicultural Resource Book
Developed by Visalia School District - designed to provide multicultural activities from K-5; Resource for teachers.

iii) Pueblo County Head Start Parents, Inc.
School Linkages Program
813 East "B" Street
Pueblo, Colorado 81003

1. Language Dominance Pretest
Measures language dominance in Spanish for 4 and 5 year olds.

2. Parent Needs-Assessment Instrument
Comprehensive instrument for determining apparent needs in relation to PDC goals and objectives.

3. Management Records System
Behavioural objectives in the cognitive and translate into childrens language (for ability grouping and parent/teacher conferences).

4. Support Services Procedures
Format for referral follow-up and monthly assessment of contacts.

iv) Norwalk Economic Opportunity
105 Main Street
Norwalk, Connecticut 06852

A. Administration

1. Film strips, two twenty-minute film strips on the PDC programme and its administrative structures.

2. PDC Facts (short form), a folded flyer which simply describes the goals of the PDC programme.

3. PDC Facts (long form), a seven-page description of the project which details specific component requirements.

4. PDC Directory, a listing of all persons involved with the project by school or group membership.

5. PDC Council By-Laws, a standard set of regulations and procedures governing the operation of the PDC Council.

6. Personnel Committee Procedures, an outline of standardized procedures for hiring PDC personnel.

7. Newsletter, a single sheet describing current project activities.

8. Staggered Entry Procedures, a step-by-step listing of procedures used for system-wide staggered entry for kindergarten children.

B. Programmatic

1. Continuous Curriculum Guide, a guide Head Start - grade 3 listing instructional objectives in the following areas:
Affective Education, Math, Language Arts, Social Studies, Science, Physical Education, Music and Art.

2. Summer Handbook, a compendium of activities in the community and in the home, particularly designed for summer use.

3. Affective Education Cards, thirty-five (35) cards which detail specific exercises which teachers can use in an affective programme.

4. Multicultural unit, an integrated series of activities which are drawn from the history and the culture of Puerto Rico.

5. Norwalk Support Services Directory, a directory of services available to children in the greater Norwalk area.

6. Support Services Envelope, a packet containing state and local agency pamphlets relating to support services.

7. Nutrition Activities Pamphlet, a compilation of activities which classroom teachers can use to support the nutrition programme.

8. Child Care Guidelines, a listing of guidelines for a quality child care facility.

9. Volunteer Handbook, a listing of policies and procedures for volunteers in the Norwalk schools.

10. Continuous Records, a series of forms which detail the youngster's accomplishments and services which have been provided from Head Start through grade 3.

v) Project Developmental Continuity Office
S.S.W. Avenue "A"
Room 3
Belle Glade, Florida

1. PDC Brochure
Aimed at all programme participants and community resources providing information regarding programme goals and service activities for parents and children at home.

2. Support Services Resource Guide
Designed for use by staff and parents to facilitate locating available community resources in the area of health, nutrition, mental health and social services.

3. Parent Involvement Consultant and Volunteer Program Procedures
Designed to give parents the opportunity to have direct responsibility as paid consultants in planning and supervising the involvement of parents and others, e.g. volunteers.

4. Evaluation Instrument
Designed to measure the impact of parent involvement.

5. Administration Program Handbook
Designed to assist council members in understanding program policies and procedures in both Head Start and school programme from state level all the way down.

6. Parent Involvement Handbook
Designed for parents in understanding their roles as classroom volunteers, participants in meetings and workshops, etc.

vi) Ninth District Opportunity, Inc.
P.O. Box 1001 (Toccoa PDC site)
Toccoa, Georgia 31907

1. PDC Fold-Out Brochure (pictures)
Distributed at State and local level to describe national programme goals and objectives and local implementation procedures.

2. Open the Door to Your Child's Health and Happiness (Pictures)
Designed to provide information to parents on good health practices for children.

3. I like It (Cartoon pictures)
Designed for parents and describes desirable parenting behaviour.

4. Teacher/Teacher
Main purpose is to help parents and teachers work together and provides activities for parents to do at home.

5. Directory of PDC Resources
Provides parents with available health and social resources in Toccoa and Stephen's County.

6. PDC Curriculum
Developed for dissemination to Administrators and Teaching staff.

7. Health Notes from PDC
Containing ten small booklets on general health and nutrition. It is designed for parents to use in the home.

8. PDC Good Day Chart
Designed to be used by children to develop sound social, physical and emotional health habits.

9. All about me
This is a questionnaire designed for children to develop healthy self concept.

10. Helping Hands for Teachers
Designed to help parents who desire to work in the classroom and also to help teachers accept parents in the classroom.

11. Certificate of Appreciation
For volunteer, civic groups and other community groups who render services to PDC.

12. In the works:
Slide Presentation on Toccoa PDC
Provides information on the implementation of PDC.

vii) Greater Opportunities Inc.,
Moulton School,
710 College Avenue,
Des Moines, Iowa 50314

Parent Handbook PDC site
A brief description of PDC for parents of children in programme H - 3.

PDC Council Handbook PDC
A handbook designed for those people working as members of PDC Council. Working of Council, relationship of one body to another.

Handbook of Support Services: Help Wanted?
Local list of supportive services available to parents and children.

How to Have Fun With Your Children PDC Site
A compilation of stories and poems for parents to read to children with illustrations by Moulton School children.

The Moulton Plan - Performance Objective for PDC Head Start through 3rd grade Record Book
Performance objectives to be used by PDC teachers with Record Book to record mastery of each individual objective.

viii) Takoma Park Elementary School,
Philadelphia Avenue,
Takoma Park, Maryland 20012

Administration:

1. Folding Brochure
To parents and others in community provide information on how they can be involved.

2. Fact Sheet
Brief answers to questions that parents raise about PDC.

3. Dissemination Package
Outlines the components and provides information on Takoma Park PDC.

4. Slide Tape Presentation - 15 minutes
Designed to provide an overview of components as they exist at Takoma Park PDC.

In progress:

5. Parents handbook giving information on the school; outlines PDC committees.

Programmatic:

1. Multicultural Curriculum Guide: geared for teachers to use in the classroom.

2. Readings on Multicultural Education: compiled for professionals; articles on multicultural education put together by PDC staff.

ix) Whitmer Human Resource Center (Pontiac PDC)
60 Parkhurst
Pontiac, Michigan 48058

1. PDC Three-Screen Slide Presentation
Designed to give information to anyone of PDC Pontiac style. For use with large audience.

2. PDC One-Screen Slide Presentation
Designed for use with smaller audience, e.g. Parent's groups, teachers, volunteers, etc.

3. PDC Film Strip Presentation
Designed for smaller audience within site.

4. Pontiac PDC Yearbook
Designed for parents with parent activities and class pictures.

5. Training Videotape
Designed for parents providing recipes on "How to do..." activities and Parent Leadership Training.

6. Pontiac Parents Handbook

7. Overview of Pontiac PDC

8. Educational Plan for WHRC
Designed for PDC participants.

x) San Felipe Del Rio C.I.S.D.
P.O. Box 1229
Del Rio, Texas 78840

1. General Overview of PDC - Del Rio
15-20 minutes film strip presentation for general information of PDC in Del Rio; addresses all the components.

2. Educational Review
15 minutes slide presentation on instructional part of the programme; What each unit looks like.

3. Parent Involvement
Information the parent involvement programme - 15-minute film-strip

In progress:

1. ramphlet:

Brochure on PDC to provide general information - a brief overview on each component.

2. Language Arts: Curriculum Objectives
Geared for instructional staff.

xi) Community Action Program
Glendale Park Elementary School
1451 West California Avenue
Salt Lake City, Utah 84104

1. Audio Tape
Presentation to the Utah Education Association describing the classroom support model used in PDC at Salt Lake City. (Emphasis on use of positive consequences for teachers, parents, etc. in influencing behaviour and developing effective interpersonal skills).

2. Video Tape
Social behavioural lesson for children K-3 . Taped presentation in a 1st grade PDC classroom. Linkage staff explores with children things they like and don't like in their relationships with others. Discusses positive ways to help people do more of the things they like and less of things they don't.

3. Linkage Display
Posters, newspaper articles, drawings representing various aspects and component areas of PDC in Salt Lake City, used for UEA convention, and for other activities where there are people unfamiliar with PDC.

4. Parent Make It - Take It and Drop In Center Programme
Handout, materials, projects, and various activities for parents who can drop by Linkage Schools and learn how to make various toys, games, etc. that they can take home, keep, and use with their children to help in providing academic, social and other growth experiences for their children at home.

5. Linkage Parent Workshop
Six-week training programme consisting of video tape, slides of volunteers, graduate students, and consultants working with children in the classroom, and handouts, designed to give parents a greater understanding of strategies used to help children learn in school, and to help them acquire skills in working effectively with their children at home.

6. Parent Newsletter
Locally generated newsletters sent to all Linkage parents which provides information on current activities in the school and community, health information, training opportunities, information on free physicals and immunisation clinics, PDC council meetings and other events or opportunities parents might be interested in.

xii) Lister Elementary School (Tacoma PDC)
2106 East 44th Street
Tacoma, Washington 98405

Behaviour Observation Checklist
Designed to be used by Head Start teachers as an early screening instrument.

Pupil Progress Report
Designed to be used by classroom teachers to evaluate children's progress.

Fact Sheet on Tacoma PDC
For handouts to parents and visitors to provide information on the programme.

Fact Sheet on Project Developmental Continuity
Designed to provide information on the Project for school board personnel, parents, staff, etc.

Parents Education and Involvement Checklist
Serves to provide information on parents and the extent to which they want to be involved in the programme.

PDC Implementation and Effectiveness Checklist
Designed to provide information to staff on how PDC is being implemented.

PDC Evaluation
Designed to evaluate the PDC programme by component.

Training Needs Assessment
Designed to assess training needs of staff and parents.

Permanent Progress Reports
Designed to follow a child's progress as he moves from Head Start to 6th Grade.

xiii) North Central Wes Virginia
Community Action Agency, Inc.
1304 Montrose Street
Morgantown, West Virginia 26505

1. Little Mountain Books - Children at PDC site
In process. Series of reading books written and developed by children which reflect children's own experience.

2. Black History Books (To be Titled) - PDC site
For young children. Based on interviews with elderly Blacks in community. Photos done by local Black photographers.

3. Mountain Music Shaped-Note Music Book - PDC site
Collection of folk songs and play party games found in the Appalachians.

4. Appalachian Crafts for the Classroom - PDC site

In process. Multicultural collection of crafts including Greek, African, Slavic, Jewish cultures based on different cultures found in the local community. Head Start - Grade 6.

5. Collection of Multicultural Learning Materials - PDC site

In process. Includes step by step instructions for setting up learning areas and stations with multicultural emphasis.

6. Multicultural Slide Show(To be Titled) - PDC site

A description of multicultural programme including activities in classroom. Script presents a method of integrating multicultural experiences in curriculum - food, clothing, holidays.

7. Support Services and Handicap Services (To be Titled) - PDC site

A personalised delivery system of support services involves work with agencies, specialists, and regular classroom teachers.

8. Delivery Process - PDC site

How-to publication dealing with delivery process of support services.

9. Mainstreaming - The Process - PDC site

How-to publication dealing with mainstreaming the handicapped child

10. Mainstreaming, In-Service is the Key - PDC site

Instructional manual describing how to mainstream for classroom teachers.

11. IGNITE Checklist (Individual and Group Needing Intensive Teaching and Evaluation)- PDC site

A Checklist used to evaluate and assess the academic and social development of handicapped children ages 2-8.

12. Peanut Butter and Jelly

Set of nutritional and educational activities to be used in classroom Head Start - 8

13. Film, 17 minutes colour - Appal Shop with PDC site (Ready by end of June)

Total PDC programme. Based on national guidelines as implemented in Morgantown.

14. A History of a local PDC Experience (To be Titled)

In process. Narration of events and ramifications during the planning year and the ramifications for implementing.

Annex 2

The following is a brief listing and recent biographical history of the leaders of the participating projects.

For the Australian project (Queensland Pre-School Correspondence Project): Barry McGaw, Ph.D. is currently professor of education at Murdoch University, Perth, Western Australia. Formerly he was head of the Research and Curriculum Branch, Queensland Department of Education, Australia.

Address: School of Education, Murdoch University, Murdoch, Western Australia 6153.

For the German project (German Youth Institute Pre-School Project): Dr. Jürgen Zimmer, Diplom-Psychologe, has been Director of the Division Early Childhood in the Deutsches Jugendinstitut, Munich, since 1971. At the present time he is also serving as a member of the German National UNESCO Commission. During the winter session 1976-77 Dr. Zimmer taught at the University of TÜbingen.

Address: Deutsches Jugendinstitut,
8 MÜnchen 40.

For the Dutch project (GEON Project): The GEON Project has its own staff of approximately fifty persons, along with whom numerous persons in schools, regional consulting services, pedagogical institutes, ministry, etc. contribute to the project results. In order to emphasize the joint character of the effort put into obtaining these results, no names of persons are generally connected with the project's external presentation.

Address: GEON, Oude Gracht 299 (until the end of 1980) or Dutch Ministry of Education, Department BOP/BO, Nieuwe Uitleg, The Hague.

For the Swedish Project (Co-operation between Pre-Schools and Primary Schools): Ph.d. Tage Ljungblad, ML, is a practising school psychologist in Vasteras and serves as an Expert to the Swedish Board of Education. He is the author of publications on school readiness and has constructed tests on the same theme.

Address: Lansskolnamnden,
I Vastmanlands Ian
Hantverkargatan 5,
722 12 Vasteras.

For the United States Project (Project Developmental Continuity): Jenny Klein, Ed.D., is Director of Educational Services, Program Development and Innovation Division, Offices of Child and Human Development, U.S. Department of Health, Education and Welfare. She has previously served as Acting Chief of the same Program Development and Innovation Division, as well as Senior Education Officer for Project Head Start.

Address: Office of Child Development,
Office of Human Development,
Department of Health, Education and Welfare,
Washington, D.C. 20013.

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PRINTED IN FRANCE